

## GRADE 4 English Language Arts

### Proofreading: Lesson 4

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or to hand out materials to students, will have an arrow symbol (  $\Rightarrow$  ) by them.

#### *Purpose of Lesson 4:*

In this lesson, the tutor and students will

- practice proofreading for errors in sentence structure, usage, and mechanics;
- develop strategies for proofreading; and
- differentiate between commonly confused words.

#### *Equipment/Materials Needed:*

- Student Worksheets Proofreading Lesson 4 – 1 and 4 – 2
- Pencils
- Confusing Words Cards (page 199), one set per student
- Envelopes (one per student)

#### *Preparations before beginning Lesson 4:*

- The Confusing Words Cards on page 199 need to be cut apart and stored in envelopes. Each student needs a set of Confusing Words cards.

## LESSON 4: Proofreading

Following your introductory remarks to students, say:

**Today we will practice proofreading. You will read a passage that includes errors in sentence formation, usage, mechanics, and spelling. What does all that mean? What exactly are errors in sentence formation, usage, mechanics, and spelling?**

Pause.

(Responses might include mistakes with capital letters, punctuation marks, subject/verb agreement, and spelling.)

If no one answers, tell students the answer.

**Let's work on some words that are frequently confused: for instance, *to* t-o, *two* t-w-o, and *too* t-o-o. One reason the words are confusing is they sound alike. When I talk, you can't tell whether I am using the correct *to*, *two*, or *too*. When I write, you know in a moment whether I have used the correct form.**

⇒ Distribute the envelopes containing Confusing Word Cards to students.

Now say:

**Remove your word cards from the envelopes and place them on the table or desk. It is easier to do the activity if you group the words together: for instance, put *there*, *they're*, and *their* together; put *here* and *hear* together.**

Pause to allow time for students to arrange cards.

**Now that you have your Confusing Words Cards arranged, we'll do a practice sentence. I will read a sentence aloud. Listen to the sentence, and then decide which spelling is correct. Select the word that makes the sentence correct and then hold up the card.**

**Let's begin with *hear* and *here*. Get those two cards in front of you. Pause.**

**Listen carefully to this sentence.**

**I can hear the dog barking. Pause. I can hear the dog barking.**

**Now, hold up the card that shows how that word is spelled on paper.**

**I can hear the dog barking.**

(Response: hear)

Then say:

**You should be holding *hear*, h-e-a-r. There's a trick for this word: the word *ear*, e-a-r, is inside hear. You *hear* sounds with your ear. That clue should help you to remember which word to use!**

Say:

**Listen to this next sentence.**

**Bring the book here. Pause. Bring the book here.**

**Decide how the word would be spelled on paper and hold up that card.**

(Response: here)

**You should have selected *here*, h-e-r-e. *Here*, h-e-r-e, means in this place.**

**Don't forget the trick! You hear, h-e-a-r, with your ear.**

Additional practice sentences:

Here is my homework.

I didn't hear the telephone ring.

I can't hear the TV.

Put your coat here.

Say:

**Put those cards aside. Let's practice with *it's* and *its*. Those two words seem to confuse a lot of boys and girls. We will try to figure out a trick for telling them apart.**

**Which one is a contraction?**

(Response: i-t-apostrophe-s, or, students must hold up it's card.)

**Here's your trick for this one. Read it this way: *it is* or *it has*. That clue should help you when trying to decide which word form to use.**

Say:

**Okay, let's practice.**

***It's* cold outside.** Pause.

***It's* cold outside.** Pause. **Think about the trick.**

**Hold up your card.** (Response: it's)

**The correct response is *it's*; i-t-apostrophe-s, is correct. When you use the trick, the sentence becomes *It is cold outside*. Let's continue.**

**The dog buried *its* bone.** Pause.

**The dog buried *its* bone.** Pause. **Think about the trick.**

**Hold up your card.** (Response: its)

**The answer is *its*, without the apostrophe. Who owns the bone?**

(Response: the dog)

**If I put i-t-apostrophe-s in this sentence, it would read**

**The dog buried it is bone.**

**Is that formation correct?** (Response: no)

**Now you can see why *it's* a good idea to use the trick!**

Listen closely. Think about how the word is spelled on paper.

**The tree lost *its* leaves.** Pause.

**The tree lost *its* leaves.** Pause. **Think about the trick.**

**Hold up your card.** (Response: its)

**The answer is *its*, without the apostrophe. Who owns the leaves?**

(Response: the tree)

**If I put i-t-apostrophe-s in this sentence, it would read**

**The tree lost it is leaves.**

**Is that sentence correct?** (Response: no) **You wouldn't say it that way; don't write it that way!**

**Next sentence. These words sound the same, but which word goes on the paper in this sentence?**

**It's my birthday. Pause. It's my birthday.**

**Hold up your card. (Response: it's)**

**The correct response is it's, i-t-apostrophe-s. *It is* my birthday.**

Additional practice sentences:

Did the cat find its toy mouse?

It's raining.

It's not time to leave.

The dog buried its bone.

Now say:

**You have one more set of words left: *there, their, and they're*. Get those three words in front of you. Pause.**

**Hold up the card that is a contraction.**

(Response: *they're*)

**Good. *They're*, t-h-e-y-apostrophe-r-e, is a contraction for they are.**

**Hold up the card that is a possessive pronoun or shows ownership.**

(Response: *their*)

**Yes. *Their*, t-h-e-i-r, shows ownership.**

**Hold up the last *there*, t-h-e-r-e. This *there* refers to a place or location. Look at the clue inside this word: here, h-e-r-e. That clue should help you when you use these three words.**

**Okay. Let's practice.**

**Listen closely.**

**Their markers are on the floor. Pause.**

**Their markers are on the floor. Pause. Think!**

**Hold up your card. (Response: *their*)**

**The answer is *their*, t-h-e-i-r, because *their* shows ownership of the markers.**

**Ready? Let's do another one.**

***They're* going to the library.** Pause.

***They're* going to the library.** Pause. **Think about the trick.**

**Hold up your card.** (Response: they're)

**The correct response is they're, t-h-e-y-apostrophe-r-e. *They are* going to the library.**

**Listen carefully.**

**Don't go *there*.** Pause.

**Don't go *there*.** Pause. **Use the trick.**

**Hold up your card.** (Response: there)

**Yes, *there*, t-h-e-r-e, is the correct response.**

**Why is it the correct response?**

(Response: the word it is talking about a place.)

**Good job. Put your word cards back in the envelopes, please.** Pause.

**We're now going to proofread a passage that will require you to correct errors in sentence structure, usage, mechanics, and spelling.**

⇒ Collect word envelopes. Distribute Student Worksheets Proofreading Lesson 4 – 1 and 4 – 2.

**Use what you have learned in class, plus the tricks and techniques we practiced today, plus your good eyes to do this worksheet.**

Say:

**First, skim the passage so you will be familiar with the story. Then read the questions very carefully before marking your answer. Remember to watch for errors in capitalization, punctuation, spelling, and anything else! After you have finished, sit quietly.**

**Don't get in a big hurry.**

Allow time for students to complete worksheet.

Then say:

**Let's go over the answers together. Look at Number one. What is the correct response?** (Response: Choice C)

**Yes, Choice C. You need a period after Mrs. Mitchell because that point is the end of the first thought. You had to correct the run-on sentence.**

**How should you correct the error in Number two?**

(Response: Choice B) **What is wrong with Choices A and C?**

(Response: The whole name is not capitalized; the name is Meadows Museum.)

**Good job. Go on to Number three. What is the correct answer?**

(Response: Choice B)

**How do you know the correct answer is Choice B?**

(Response: You can read the sentence this way: *it is*; *its* shows ownership and there is nothing for it to own.)

Students will probably have difficulty explaining why.

Say:

**Look at Number four. How will you correct Number four?**

(Response: there's no error.)

**Good job!**

**What about Number five? How should you correct Number five?**

(Response: Choice B)

**Yes, the word you need in that sentence is *want*, w-a-n-t. *Won't* is a contraction for will not. A contraction surely won't work!**

Then say:

**Good work on the proofreading! You not only have to know the rules; you also have to have extra good eyes for this activity!**

Student Worksheet Proofreading Lesson 4 – 1

My favorite teacher is Mrs. Mitchell She makes up silly songs to help us  
1

learn about prepositions and adjectives. In November we went on a field trip to  
meadows museum to see some pictures. Its so much fun being in her room.  
2 3

On rainy days she reads us two books, since we can't go outside. I won't to  
4 5

be a teacher just like Mrs. Mitchell.

Student Worksheet Proofreading Lesson 4 – 2

1. How should you correct the error in number 1?
  - A. change **Mrs. Mitchell She makes** to **Mrs. Mitchell she makes**
  - B. change **Mrs. Mitchell She makes** to **Mrs. Mitchell, She makes**
  - C. change **Mrs. Mitchell She makes** to **Mrs. Mitchell. She makes**
  - D. There is no error.
  
2. How should you correct the error in number 2?
  - A. change **meadows museum** to **Meadows museum**
  - B. change **meadows museum** to **Meadows Museum**
  - C. change **meadows museum** to **meadows Museum**
  - D. There is no error.
  
3. How should you correct the error in number 3?
  - A. change **Its so much fun** to **Its' so much fun**
  - B. change **Its so much fun** to **It's so much fun**
  - C. change **Its so much fun** to **its so much fun**
  - D. There is no error.
  
4. How should you correct the error in number 4?
  - A. change **reads us two books** to **read us two books**
  - B. change **reads us two books** to **reads us too books**
  - C. change **reads us two books** to **reads us to books**
  - D. There is no error.
  
5. How should you correct the error in number 5?
  - A. change **won't** to **wo'nt**
  - B. change **won't** to **want**
  - C. change **won't** to **wont**
  - D. There is no error.

Confusing Words Cards

TO

TOO

TWO

HEAR

HERE

THERE

THEIR

IT'S

THEY'RE

ITS